

Feeling Self-Portraits

This project will allow students to attribute emotion and feeling words to colors based on art and science. Use Plutchik's Color Wheel of Emotion and Color in Motion by Claudia Cortez to help explain these color/emotion associations. If a smartboard or computers are not available, invite students to explore these websites on their own and instead hand out a color wheel worksheet (image provided below). Students will use these color designations to create a self-portrait that is colored to reflect the various emotions the student experiences.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Art paper
- Misc. art supplies

Teachers can learn more about Plutchik's Color Wheel of Emotions before starting this project at the following resources:

- [Plutchik's Wheel of Emotions: What is it and How to Use it in Counseling?](#)
- [Plutchik's Wheel of Emotions – 2017 Update](#)

Project Details:

We have been talking about different emotions and how our own emotional well-being and self-care is so important. We experience a lot of emotions and it's important to recognize that all our feelings are valid and give us information about ourselves. Today you are going to create a self-portrait showing an emotion and use color as a personal, symbolic expression of that emotion.

Show students the Color and Emotions wheel on a document camera or smart board, either a printed version or from the website listed above. Explain that artists use color to show emotions; the interactive video and color exercise by Cortez is a great way to further explain the colors and what they typically represent. If you have time and access, allow students time to explore that activity (must be on a device that is Flash enabled).

Ultimately, the students can use this color wheel and their new knowledge about color representations to choose colors for their self-portrait or they can be creative and use the colors in any way they choose.

Examples of these types of self-portraits can be found here:

<https://www.deepspacesparkle.com/emotion-portraits/>

Hand out paper, black markers, and watercolors. Allow time for students to create their self-portrait.

When we look at the self-portraits, they are all different and unique. Some of us used yellow, some used orange, some used a lot of green. I want you to show your portrait to the class and see if they can guess what emotion you were portraying. After we guess, then you can describe your portrait. Be sure to use respectful words that show caring towards yourself when you speak. Then have students present their portrait to the rest of the class one at a time.

Summary

Today you were able to communicate your feelings through the creation of a self-portrait. Communicating with others and understating our feelings allows us to better relate to one another and to respect one another. Kindness is often expressed through our acknowledgement of others or our own emotions.

Proposed Lesson Outcomes:

Students will:

- Explore the different meanings and emotional associations of each primary color.
- Apply the emotional significance of color to a self-portrait.
- Exhibit self-reflection in the art and presentation of the portrait.

Optional Extension Discussion Activity

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What emotions or feelings are useful or tell us something about ourselves?
- Did everyone portray the same emotions?
- How do respect and self-care relate to describing your portrait?

Reflection Questions

- Why did you choose the emotion you did? Is that the emotion that best describes you?
- Did you choose to portray a strong emotion or a more subtle emotion? Why?
- Can you always tell how a person is feeling just by looking on the outside?



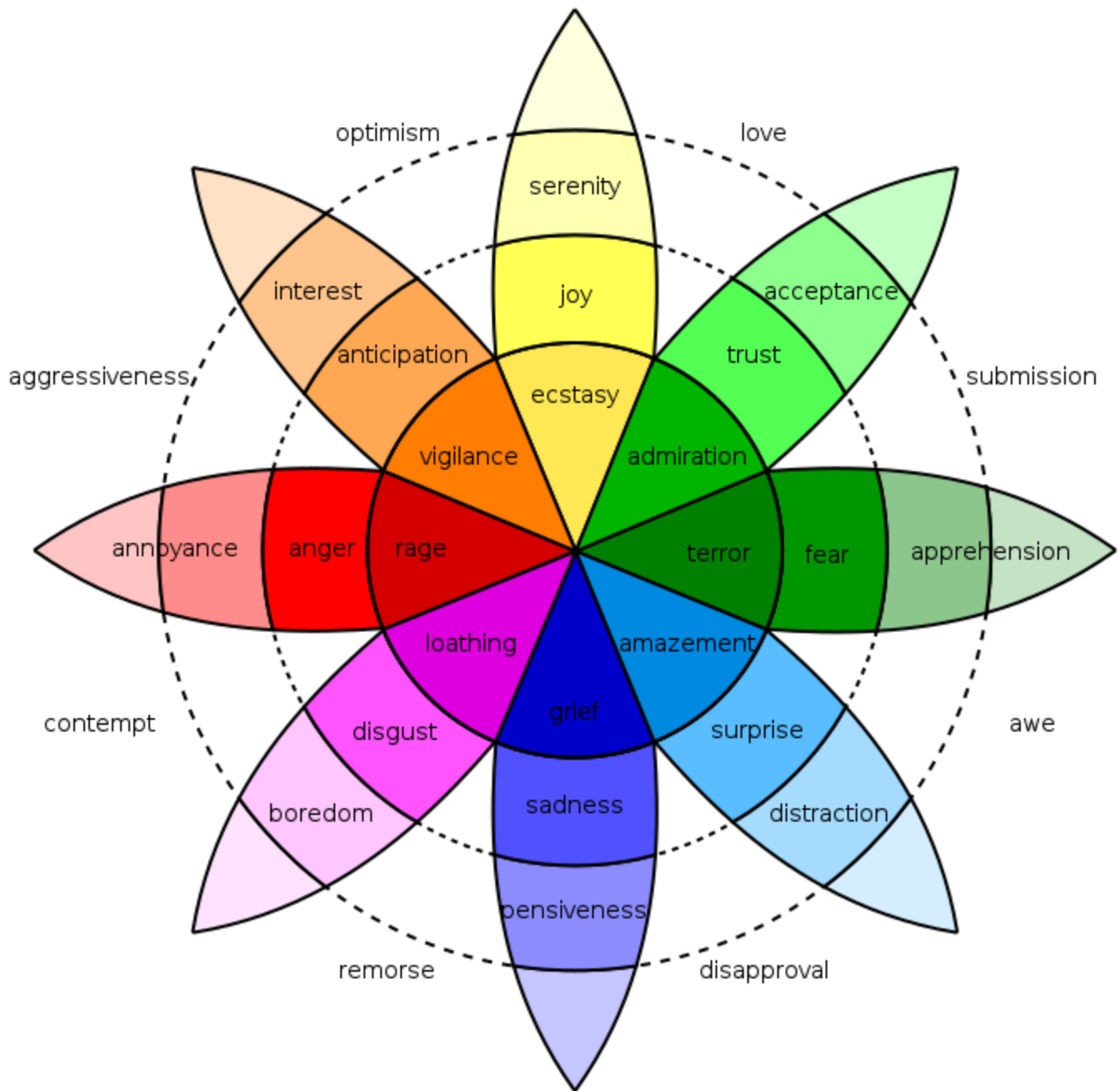
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AND EMOTIONAL
LEARNING.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>

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